

SKILLS OF TEACHER IN TEACHING HISTORY OF ISLAMIC CULTURE: THE CASE STUDY IN MTS MA'ARIF KEJAJAR WONOSOBO

Ubayin

Magister of Islamic Religious Education UIN Sunan Kalijaga Yogyakarta

Karwadi

UIN Sunan Kalijaga Yogyakarta

karwadi_71@yahoo.co.id

Abstract: This study is used a qualitative approach and intended to describe the teacher's skills in teaching History of Islamic culture at MTs Maarif Kejajar Wonosobo, and to analyze its suitability for the implementation of learning according to the Curriculum 2013. Data are collected by passive participatory observation. The results of the observations were analyzed by data reduction, data display, and conclusion drawing. The results showed that the teacher's skills in reinforcement, variation stimulus, set induction and closure, classroom management and questioning, and mastering substances are good. However, the teacher has not developed many learning models following Curriculum 2013. The teacher conducts learning activities in the form of preliminary, main and closing activities with good performance, but it is relatively not useful in applying learning methods, because the teacher does not apply student-centered learning method as recommended or instructed in Curriculum 2013.

Keywords: Teaching Skill, History of Islamic Culture, MTs Ma'arif Kejajar.

INTRODUCTION

The teacher has an essential role in the effort to advance national education. In constitution number 14 the year 2005 article 8, it is mentioned that teachers must have academic qualifications, competence, educational certificates, physical and spiritual health, and can realize the national education purpose. It is further explained that the competencies consist of pedagogical competence, personality competence, social competence, and professional competence.¹ The teacher in the learning process should master the four competencies. If the teacher has four

¹ Undang-undang No 14 Tahun 2005 tentang Guru dan Dosen. p. 6.

of these competencies, then teachers will have excellent teaching skills so learners can achieve targeted learning objectives.

Curriculum 2013 is intended to develop the potential of students towards reflective thinking ability for the settlement of social issues in the community. Now, the goal is to prepare Indonesia human in order to have the ability to live as a person and a citizen who believe, productive, creative, innovative, and useful as well as being able to contribute to the life of society, a nation, a country.² Therefore, the learning process designed by teachers should put the learners as subjects of active learning that develops all his ability to learn. The methods used by teachers should emphasize student-centered learning and achievement based on the competence of learners.

The history of Islamic culture (Sejarah Kebudayaan Islam-SKI) is one of the subjects taught in the Curriculum of 2013 for *Madrasah* or Islamic school. The subject discusses the origins, development, role of Islamic culture and the intellectuals who perform in the Islamic history in the past, ranging from the development of Islamic society at the time of the Prophet Muhammad and Khulafa ar-Rasyhidun, Banu Umayyad, Abbasid Caliphate, Ayyubid to development of Islam in Indonesia.

The word "learning" is similar to the word "instruction" that is affected by the school of psychology of cognitive-wholistic which puts learners as a source of activities so that teachers only as facilitators in the learning process. Gagne stated that: "instruction is a set of events that affect learners in such a way that learning is facilitated." According to Gagne, the teaching is part of learning (instruction) in which the role of the teacher is more emphasized to how to design or arrange a variety of sources and available facilities to be used or utilized by participants or learners in learning something.³ So, the teaching skills of teachers play an essential role in creating an active process of learning and fun in the classroom so that students can learn and master targeted competencies.

The teacher's skills in the learning process are essential to be observed or examined because not all teachers can master and apply the suitable teaching methods to the demands of the curriculum. However, research on the skills of teachers in the teaching of History of Islamic culture is still not much. Therefore,

² Lampiran Keputusan Menteri Agama Republik Indonesia Nomor : 165 Tahun 2014 Tentang Kurikulum 2013 Mata Pelajaran Pendidikan Agama Islam Dan Bahasa Arab Pada Madrasah. p.1

³ Wina Sanjaya, *Pembelajaran dalam Implementasi Kurikulum Berbasis Kompetensi*, (Jakarta: Kencana, 2011), p.78.

this study aims to describe the skills of teachers in teaching the subject of the history of Islamic culture in the Islamic secondary school (MTs) Ma'arif Kejajar Wonosobo, Central Java; and to analyze the suitability of teaching History of Islamic culture in MTs Ma'arif Kejajar to the curriculum 2013.

The benefits of this study are to provide information about the skills of the teacher in teaching SKI in MTs Ma'arif Kejajar and the suitability of the process of teaching SKI as recommended in the curriculum 2013

THEORETICAL FRAMEWORK

The Concept of Learning

Learning is a process of gaining knowledge and experience in the form of changes in behavior as a result of the interaction of individuals with their environment in order to meet the needs of their life.⁴ Oemar Hamalik learning is defined as the modification or strengthening of behavior through experience.⁵ So it can be concluded that learning is a process of gaining knowledge through learning experiences from the environment then internalized by the individual and the result embodied in the form of change of behavior.

The Concept of Teaching and Learning

The word "teach" is derived from the ancient English "taecan" which means to teach. In a descriptive term, teaching is defined as the process of submission of information from teacher to learner. The delivery process is often also considered the process of transferring the science or embedding knowledge as expressed by Smith, that teaching is imparting knowledge or skills.⁶

However, the view that teaching only as conveying knowledge is irrelevant at this time because of three things, at least. First, the human learner is growing so that he needs the adults to help him in accordance with his development. Second, the explosion of science resulted in the tendency of everyone; it is not possible to master every branch of science. Third, discoveries in particular in the field of Psychology resulted in changes in views of humans originally passive (behavioristic) into a full potential (cognitive-wholistic). Third, it is demanding a change of meaning in teaching so that teaching is no longer defined as the process of delivering as many learning to learners, but rather the process of

⁴ Sugihartono dkk. *Psikologi Pendidikan*, (Yogyakarta: UNY Press, 2013), p. 74.

⁵ Oemar Hamalik, *Proses Belajar Mengajar*, (Jakarta: PT Bumi Aksara, 2003), p. 27.

⁶ Wina Sanjaya, *Pembelajaran dalam Implementasi Kurikulum...*, p. 73-74.

arranging the environment so that learners learn in accordance with ability and potential.⁷

Teaching Skills

The teacher is required to have an academic qualification, competency, certificate of educator, healthy physical and spiritual, as well as can realize the goal of national education. It is further explained that the intended competencies are pedagogical, social, personality, and professional competences. The pedagogic competence is the ability of teacher in designing and implementing learning and evaluating the results in accordance with the development and characteristics of learners.⁸ The personality competence of teacher means that the teacher should have a good personality and can be an example to the students. The social competence is the ability of teacher in socializing with the environment, a good school environment and outside the school, while the professional competence is competence that requires the teacher to master the material to be taught to learners.

Some skills of teacher that are considered very important as follows:

1. Basic skills in asking or questioning.

The ability of the teacher in guiding students through the process of asking encourages learners to seek and find their ability.

2. Basic skills in providing reinforcement

Basic skills in reinforcement are any form of response that is part of the modification of the behavior of the teacher toward learners behavior, which aims to provide information and feedback for learners over the deed or response was given as encouragement or correction. The function of these skills is to give rewards to learners, so they increase their participation in any learning process.

3. Basic skills in giving variation of stimulus.

Variations of the stimulus are skills of the teacher to keep the learning climate still attract attention, not dull so learners demonstrate the attitude of enthusiasm and perseverance as well as actively participate in every step of the learning activities. There are at least three types of stimulus variations that can be made of teachers, namely:

- a. Variations when doing a/implement the learning process, including:

⁷ *Ibid.* p. 76-77.

⁸ Undang-undang No 14 Tahun 2005 tentang Guru dan Dosen. p. 6.

- 1) the use of sound variations (teacher's voice), both intonation and voice volume;
 - 2) concentration (focusing) on the discussion of material considered important;
 - 3) teacher silence in stimulating peace of learners;
 - 4) eye contact as a sign of attention to teachers in learners;
 - 5) Teacher movement to help smooth communicate.
- b. Variations in using of media/learning tools including the media of visual, auditory and motoric.
 - c. Variations in conducting interaction patterns, including the interaction of teacher-learners, learners-learner, and learner-teacher-learners
 - d. Skills in opening and closing lessons

The opening lesson is meant to prepare mentally, and the attention of learners (preconditions) for focused on things that will foster the motivation to learn, learning to learners, and provide a reference or signs of learning. It will do good goals, measures, and targets for learning. While closing the lesson needs to be done in order for learning experience as well as the subject matter that has been received will become part of the overall experience of learners. The function of this step is to provide a comprehensive overview of what has been studied and its learners with previous experience, knowing the success rate of learners, as well as the success of teachers in the implementation process learning. The closing lesson can be done in summarizing the material that has been discussed, motivating learners to learn more, forming a new understanding of learners, as well as provide follow-up and recommendations to add their horizons.

The Skills of Classroom Management

The classroom management is a skill of the teacher in creating and maintaining optimal learning conditions and restore it when things happen interferes the learning situation. The classroom management techniques that need to be applied by the teacher are:

1. Creating optimal learning conditions or environment
2. Showing a responsive to a variety of behaviors in the classroom, for example, giving commentary on the material or the behavior of learners, maintaining eye contact, and moving around the students.
3. Focus their attention by giving illustrations visually and comments verbally through new sentences without out of context.
4. Give guidance and learning objectives.

5. Giving a warning to students who disrupted class concentration and strengthening students who gave a positive response⁹

While according to Suryosubroto (2009), the ability of teachers in implementing the teaching process includes seven abilities as follows.

1. Ability to master planned and adjusted materials:
 - a. Mastering the planned material
 - b. Delivering the planned material
 - c. Delivering enrichment of teaching materials
 - d. Providing remedial teaching
2. Ability to manage the learning process:
 - a. Directing teaching to achieve goals
 - b. Using the planned teaching method
 - c. Using alternative teaching methods
 - d. Adjusting the steps of teaching with the steps planned
3. Ability to manage classes:
 - a. Creating a harmonious classroom atmosphere
 - b. Using the class to achieve teaching goals
4. Ability to use methods and sources:
 - a. Using planned teaching media
 - b. Using the planned teaching resources
5. The ability to carry out teaching and learning interactions:
 - a. Implementing PBM is logically sequential
 - b. Giving understanding and simple examples
 - c. Using language that is easy to understand
 - d. Be serious about teaching
 - e. Be open to teaching
 - f. Encouraging student activity
 - g. Encouraging students to take the initiative
 - h. Stimulating the emergence of student responses to teaching
6. Ability to carry out assessments of learning outcomes:
 - a. Assessing learning outcomes
 - b. Assessing the learning process
7. Ability to administer teaching and learning activities:
 - a. Writing on the board

⁹ *Ibid.* p. 157-178.

- b. Administering important events that occur during the learning process.¹⁰

The Learning Process According to the Curriculum of 2013

The learning process must be organized in interactive, inspiring, fun, challenging, and motivating learners to participate actively, as well as providing enough room for initiative, creativity, and independence according to with the talents, interests, and physical and psychological development of learners. Therefore, each educational institution must plan, implement, and evaluate the learning process to improve the efficiency and effectiveness of graduate competency achievement.¹¹

The standard process of learning includes planning, implementation, assessment and supervision of the learning process. The learning process is entirely directed at the development of the three domains, namely the affective, knowledge, and psychomotor as a whole. It means that other domains can not separate one domain.¹² The management of the classroom and laboratory is regulated as follows.

1. The teacher must be a good role model for students in living and practicing the teachings of their religion and creating harmony in life together.
2. Teacher must be role models for students in living and practicing honest behavior, discipline, responsibility, caring (cooperation, tolerance, and peace), courtesy, responsiveness, and proactivity and showing attitude as part of the solution to various internal problems interact effectively with the social and natural environment and in positioning themselves as a reflection of the nation in the global community.
3. The teacher adjusts the seating arrangements of students and other resources according to the objectives and characteristics of the learning process.
4. Students must well hear the volume and intonation of the teacher's voice in the learning process.
5. The teacher must use polite, straightforward and easy-to-understand words for students.
6. The teacher adjusts the subject matter with the speed and learning abilities of students.

¹⁰ B. Suryosubroto, *Proses Belajar Mengajar di Sekolah*, (Jakarta: Rineka Cipta, 2009), p. 17-19.

¹¹ Lampiran Peraturan Menteri Pendidikan dan Kebudayaan RI no 22 Tahun 2016 tentang Standar Proses Pendidikan Dasar dan Menengah. p 2.

¹² *Ibid.* p. 4.

7. The teacher creates order, discipline, comfort, and safety in carrying out the learning process.
8. The teacher provides reinforcement and feedback on the response and learning outcomes of students during the learning process takes place.
9. The teacher encourages and respects students to ask questions and express opinions.
10. Teachers dress modestly, cleanly and neatly.
11. At the beginning of each semester, the teacher explains to students the subject syllabus; and
12. The teacher starts and ends the learning process by the scheduled time.¹³

The learning process is the implementation of the lesson plan consisted of an introduction, core, and closing activities.

1. Introduction activities

In the introduction, the teacher must:

- a. Prepare students psychologically and physically to follow the learning process
- b. Give learning motivation to the students
- c. Ask questions relating to the prior lessons with the material will be studied;
- d. Explain the essential competencies or learning objectives that will be achieved; and
- e. Convey the scope of the material and explanations of appropriate syllabus activities description.

2. Core activities

In the core activities, teacher implements learning models, methods, media, and resources that are tailored to the characteristics of students and subjects. The selection of integrated or scientific thematic approaches, inquiry, disclosure learning and other approaches and methods that produce works of students based problem solving (project-based learning) are adjusted to the characteristics of competency and educational level.

3. The closing activities

In the closing activities, teachers and students conduct a reflection to:

- a. Evaluate a whole series of learning activities and the results obtained after jointly find benefit directly or indirectly from the results of the learning that has been going on;

¹³ *Ibid.* p. 10.

- b. Provide feedback on the learning process and the learning outcomes;
- c. Follow-up activities in the form of granting, both individual work and group; and
- d. Inform the plan of learning activities for the next meeting.¹⁴

History of Islamic Culture

History of Islamic culture (SKI) is a record of the development of the Muslims from time to time in several aspects of life, such as worship, interactions, as well as in developing a system of living or spread the teachings of Islam which are based by Islamic creeds.¹⁵ History of Islamic culture (SKI) emphasizes on capability of taking *ibrah* or wisdom (lessons learned) from the history of Islam, the imitation of overachievers, and associate it with the phenomenon of social, cultural, political, economic, science and art, and others, to develop the culture and civilization of Islam at the present and the future. Position the subject of the history of Islamic culture (SKI) that take *ibrah* as its character needs a reflective ability against all sorts of things related to Islamic history.¹⁶

RESEARCH METHOD

This study is included in the type of qualitative research, that the inquiry process for the understanding issue is based on creating holistic image formed by words and trying to understand and interpret the meaning of a text in a scientific setting.¹⁷ This study uses observation to collect data about the skills of teachers in teaching SKI in MTs Ma'arif Kejajar. Then, the data collected are analyzed for compliance with the implementation of appropriate learning as recommended in curriculum 2013. The subject of this research is the teacher of SKI in MTs Ma'arif Kejajar, namely Umi Hujjatul Hujah, S.Pd.I.

This study is conducted by arranging SKI teaching observation instruments based on Curriculum 2013, and then observing the process of teaching SKI conducted by a teacher in MTs Ma'arif Kejajar directly without involving observations to the lesson plan (RPP) written by the teacher. The participatory observation is used in which the researcher comes directly at the place of the activities that are observed, but did not get involved in such activities. Data

¹⁴ *Ibid.* p. 12.

¹⁵ Lampiran Keputusan Menteri Agama Republik Indonesia no 165 tahun 2014 ..., p. 37.

¹⁶ *Ibid.* p. 62.

¹⁷ Husaini Usman & Purnomo S. Akbar, *Metodologi Penelitian Sosial*, (Jakarta: Bumi Aksara, 2001), p. 81.

observation results obtained using the instrument observations of teaching SKI.¹⁸ Observation instruments divided into five skills based on Vienna Sanjaya and Suryosubroto, namely: 1) basic skills in providing reinforcement; 2) basic skills of stimulus variations; 3) basic skills in opening and closing; 4) basic skills in classroom management and the necessary skills in asking (questioning), and; 5) capabilities of materials. Furthermore, qualitative research researchers also became a research instrument.¹⁹

The collected data are analyzed by using a three-step analysis, namely data reduction, the presentation of data, and concluding.²⁰ Data reduction is done at a time when the observations, i.e. using the instrument's observations, while the presentation of the data and the drawing conclusion is conducted using the narrative text.²¹

FINDINGS AND DISCUSSION

Deputy Branch of Nahdhatul Ulama founded MTs Ma'arif Keajar in Keajar Wonosobo Central Java in 1993. The *madrassa* received a decree of the establishment from the Ministry of religious affairs in 1994 and now has got the accreditation grade B. In the year 2018, a total number of pupils there are 370, and there are 39 teachers and employees.

Teacher Skills in teaching History of Islamic Culture in the MTs Ma'arif Keajar

The skills of teachers in teaching the history of Islamic culture by teachers in MTs Ma'arif Keajar can be divided into five skills according to Vienna Sanjaya and Suryosubroto. The five skills are the elucidation of the competence that must be performed by the teacher, i.e., competences of professional, pedagogic, social and personal. Meanwhile, the material being taught by a teacher at the time of observation is the biography spreaders of Islam in Nusantara or Indonesia.

1. Basic skills in giving reinforcement.

Basic skills in giving reinforcement to the students can be defined as any form of response that is part of the modification of the teacher behavior

¹⁸ The research instrument used the microteaching assessment instrument of Yogyakarta State University (UNY) that had been modified and adapted to the skills that needed to be observed.

¹⁹ Husaini Usman & Purnomo S. Akbar, *Metodologi Penelitian...*, p 222.

²⁰ *Ibid.* p. 246.

²¹ *Ibid.* p. 247.

toward learner behavior, which aims to provide information and feedback for learners over the deed or response was given as encouragement or correction.

²² Aspects observed in giving skills reinforcement is presented in table 1.

Table 1. The skills of Teachers in providing Reinforcement

No	Aspects of Observation	The emergence		Description
		Yes	No	
1.	Skills to assess			
	a. Verify the student's mastery during the learning activities	√		The teacher gives the student questions about material
	b. Evaluate at the end of the learning activity	√		The teacher did a review of the material that has been discussed
	c. Analyze and follow up on the results of the evaluation	√		The teacher confirms the truth of the matter and corrects the students' understanding of less

The function of this skill is to reward students for being heartened and increase their participation in each learning process. Checking student mastery and evaluation are done by asking students directly about the core material that has been discussed. The teacher gives feedback in the form of correction for students' understanding that is not appropriate and gives appreciation in the form of praise when students answer correctly. The evaluation is formative to determine the success of learning without going through a post-test.

2. Basic skills of stimulus variations

Giving variations of stimulus is the teacher's skill to keep the learning climate interesting, not dull so that students show an enthusiastic attitude and perseverance and actively participate in each step of the learning activities. ²³ The aspects observed in the stimulus variation skills are presented in table 2.

Table 2. The skills of teachers in the Stimulus Variations

²² Wina Sanjaya, *Pembelajaran dalam Implementasi Kurikulum...*, p. 157.

²³ *Ibid.* p. 159.

No	Aspects of Observation	The emergence		Description
		Yes	No	
1.	Skills to develop variations of interactions			
	a. There is an interaction between teachers with students.	√	√	The teacher answers & questions with students There is no discussion or group work session
	b. There is an interaction between students with students	√		Students read the textbook contains material
	c. There is an interaction between students with the object to be studied	√		Each student uses textbooks
	d. There is an interaction between students with the learning media			
2.	Teacher's motion			
	a. Do not get hung up somewhere	√		The teacher walks around the students
	b. There are no annoying motion	√		Teachers use proportional motion
	c. Every motion has the purpose/meaning	√		The motion of teacher has meaning
3.	Voice (volume and Intonation)			
	a. Can be heard clearly by all students	√		The teacher's voice is loud and can be heard by all students
	b. There are no flat/intonation	√		Voice of the teacher has intonation or emphasis
	c. Straightforward-do not cause a negative response	√		The teacher uses words politely
	d. There is an emphasis on essential things	√		Teachers use the emphasis on the essential things
	e. Great sound/no doubt	√		The teacher explains without hesitation
4.	Using the Indonesian language truly	√		Teachers use the Indonesian language and local language
	a. Using good Indonesian language	√		The teacher's words can be heard clearly
	b. Clear articulation	√		Teacher uttered the sentence fluently
	c. No stammering/pronunciation smoothly	√		The words of the teacher are easy to be understood by the student
	d. His sentence is easily understood/accepted	√		The teacher does not repeat unnecessary
	e. There are no words that are repeated too often			
5.	Nonverbal clues or gestures			
	a. Using body language to clarify the matter	√		Teachers using their hands and gestures to explain the matter.
	b. The given clues can reinforce	√		Teacher's motion is following the

	the material taught		intentions of the materials
c.	The given clues can motivate students.	√	Teachers use motion with emphasis to motivate
6.	Points of attention		
a.	Thorough, not centered on a portion of the students	√	The teacher should distribute the views to all students
b.	There are no empty view	√	The teacher does not look dreamy
c.	Not afraid of looking at students	√	The teacher looked at students with reasonable
d.	Focus on students when describing	√	Teacher focuses on students while teaching

The skills of the teacher in stimulus variations can be observed from the six aspects, i.e., the skills of motion, voice or sound, using proper language, nonverbal gestures, and centered attention. These skills are included in pedagogical competence, i.e., the ability of teacher in designing and implementing learning and evaluating the results by the development and characteristics of learners. The skills in stimulus variations are pedagogical competence that looks mainly at the stage of carrying out the instruction or learning.

3. Skills in opening and closing lessons

The skills in opening lessons aim to prepare students 'mental and attention (preconditions) to focus on the material to be learned, foster learners' motivation, and provide references or signs about learning that will be carried out both in terms of goals, steps, and targets of learning. While skills in closing the lesson need to be done so that the learning experience and learning material that has been received will be part of the overall experience of students.²⁴ Aspects observed in the skill of opening and closing lessons are presented in table 3

Table 3. The skills of teachers in the opening and closing of the lesson

No	Aspects Of Observation	The emergence		Description
		Yes	No	
1.	Skills in opening lessons			
a.	Engaging students in apperception		√	Teachers do not do apperception
b.	Using the actual problems	√		Teacher associate Information with figures of leather puppet show which will be held in an environment of residence
c.	There is the effort of digging the facts/events	√		The teacher explained the focus

²⁴ *Ibid.* p. 163.

	d. Confirming the focus subject matter	√	material namely biography spreaders of Islam in Indonesia
	e. Stating learning objectives	√	The teacher states learning objectives, i.e. understand spreaders of Islam in Nusantara biography
2.	Closing skills lessons		
	a. Engaging students in concluding	√	The teacher invites students to conclude learning materials
	b. Conducting evaluation	√	The evaluation of the student's understanding is done by asking
	c. Giving the task of consolidation	√	The teacher assigns students to reread biography
	d. Demonstrating connectedness with the next material	√	The teacher does not give material information next
	e. Giving assignments for the next material	√	The teacher did not give the next material related tasks

The function of this stage is to provide a comprehensive picture of what learners have learned and how it relates to previous experience and to know the level of success of students, and the success of the teacher in implementing the learning process. The closing lessons can be done by summarizing the outlines of the material that has been discussed, arousing interest in students to learn more, forming new understandings of students, and providing follow-up and suggestions to broaden horizons. The competencies mastered by the teacher in this skill are pedagogical competence or the ability to carry out learning.

4. The skills of Classroom Management and the Skills of Questioning

Class management is the teacher's skill in creating and maintaining optimal learning conditions and returning it when things happen that interfere with learning, while the teacher's ability to guide students through the process of asking encourages students to find and find their abilities.²⁵ Both of these skills in this study are put together because the teacher's ability to ask questions is one form of classroom management skills. The aspects observed in classroom management and questioning skills are presented in table 4.

²⁵ *Ibid.*, p. 157-165.

Table 4. Teacher's skills in classroom management and asking

No	Aspects Of Observation	The emergence		Description
		Yes	No	
1.	Skills in developing learning strategies			
	a. Measuring learning activities by the approaches/models developed	√		The teacher uses a participatory learning approach with lecture and question and answer methods
	b. using a method that is by the approaches/models of learning	√		Teachers conduct lectures and question and answer material
	c. Fluent in using the approaches/models/methods which have been selected.	√		The teacher is quite fluent in using a method that has been selected
2.	Skills in using learning media			
	a. Using more than one learning media	√		The teacher uses powerpoint media and textbooks The teacher smoothly uses learning media
	b. Not wrong in using the learning media	√		Students can observe Powerpoint media and textbooks
	c. All students can observe learning media	√		Learning media contains the core material taught Learning media contains the core of the material being taught
	d. Learning media can clarify the material being taught	√		
3.	The skills in managing class.			
	a. Giving clear instructions to all students	√		The teacher gives the material to be learned The teacher monitors students ' attention to the material
	b. Strengthening the student's attention	√		The teacher immediately admonish students who do not listen to or told me with his friend
	c. Responding to behavior deviation of students in the classroom.	√		
4.	Skills of mentoring, motivating, and facilitating.			
	a. Paying attention to all students thoroughly	√		Teacher focuses on all students Teacher check students' understanding by asking
	b. Responding to students' difficulties	√		Teacher motivates students to learn other than for the sake of the national exam to become a scientist and also useful people
	c. Encouraging students to master the material	√		
5.	Skills in time management.			
	a. Not exceeding a specified time			The teacher enters and exits the class on time
	b. Using time by the allocation of time, in the beginning, the core, and the closing activities.	√		The teacher uses the time to teach to the maximum on

schedule			
6.	Politeness in saying		
1.	Not using words that are not by religious or moral norms	√	The teacher uses polite words according to norms
2.	Not using words that insult/demean students.		The teacher does not insult or demean students
3.	Not using words that turn off students' motivation/courage	√	The teacher does not underestimate the ability of students
		√	
7.	How to dress (dress up)		
1.	Appropriate and polite clothes	√	The teacher is dressed in a closed and polite manner.
2.	Haircut or facial makeup does not cause student noise.	√	The teacher wears a hijab and does not overdo it
3.	Do not use accessories that cause student noise.	√	The teacher does not use excessive accessories
4.	Neatness in dressing	√	The teacher is dressed neatly

Classroom management is related to pedagogical, social, and personal competencies. The teacher must have pedagogical competence, namely the ability to design and implement the learning and evaluate the results under the development and characteristics of students. Teacher's social-personality competencies can be seen from the teacher's attention point, word-telling politeness, how to dress, and seriousness in teaching.

The teacher uses a participatory learning approach with the lecture method and question and answers in conducting learning. The steps of learning activities are following the approach or model developed, and the teacher uses methods that are under the learning model. The teacher is also quite fluent in using the chosen approach, model or method. However, the strategy chosen by the teacher has not yet used the discovery approach or produced project-based learning, so it does not involve students actively. Students tend to listen only, take notes, and ask questions without any discussion activities that make them more active in the classroom.

5. Skills in Mastering Teaching Material

The ability to master teaching material also becomes one of the focuses in the research because teachers must have professional competence, which is mastering the material to be taught to students. The aspects observed in the mastery ability of the material are presented in table 5.

Table 5. Teacher's ability in mastering learning materials

No	Aspects Of Observation	The emergence		Description
		Yes	No	
1.	The quality in developing the learning material at opening the lesson			
	a. Associating with daily event	√		Teacher associates materials with those who are remembered in history, namely scientists and politicians
	b. Associating with prior knowledge	√		Teacher associates with prior knowledge that is about how the spread of Islam in Indonesia
	c. Presenting the phenomenon of SKI	√		The teacher presents the phenomenon of SKI that is a relic of the Islamic mosque architecture such as spreaders, book
1.	The quality in developing the learning material at closing the lesson			
	a. Conclusions are made relevant to the material	√		The teacher together with students make inferences related material
	b. Evaluation does not deviate from the purpose of learning	√		The evaluation conducted following the purpose of learning
	c. There is the task of consolidation for the control of materials or tasks for the next meeting		√	The teacher does not assign students to further material
2.	Cognitive chains (sequence)			
	a. The material is taught sequentially	√		Teachers present material coherently with the start of the spread of Islam
	b. Discussion about material directs the thinking of students	√		The teacher directs students to understand the material well
	c. There is no repetition of unnecessary material	√		The teacher is not doing much unnecessary repetition
3.	The central point of the material			
	a. No deviation of material discussed	√		The material discussed teacher pretty solid and clear
	b. There is an effort to straighten material which deviates	√		The teacher corrects students ' understanding that does not fit
	c. There is a central point of the material as the climax question	√		Teachers explain the material that must be mastered, students
4.	Truth and the roundness of the concept			
	a. aspects of the given material complete	√		Teachers provide appropriate material competence
	b. The error does not occur the concept is taught	√		Material presented under the reference Teachers doing the wrong students
	c. There is clarification on the concept of student wrong.	√		understanding of clarification
5.	The depth of material (adequate)			

a.	The material is given in accordance with the demands on basic competencies.	√	The material in accordance with the basic competencies 3.1 class IX MTs
b.	the material is given in accordance with the level of our school	√	The material in accordance with the hierarchy of the school i.e. class IX MTs
c.	Material developed not too easy/hard	√	The material in accordance with the level of cognition of students
6.	The pronunciation and writing of term		
a.	Not an error occurred writing the term	√	Teachers do not write anything in terms of learning
b.	No error term pronunciation	√	The teacher did not experience an error term pronunciation.

Based on observations, teachers master the learning material well. That is, the teacher has good professional competence. It is because the teacher also has appropriate academic qualifications, namely scholars in the field of Islamic Education.

Aspects that show the teacher's skills in carrying out learning under the development and characteristics of students are quite good. However, teachers have not developed many learning models following Curriculum 2013 that are student-centered. The method chosen by the teacher is only in the form of lectures and questions and answers so that students tend to be passive.

Analysis of the process of teaching the history of Islamic culture under Curriculum 2013

The process of teaching the history of Islamic culture at MTs Ma'arif Kejajar uses standardized instructions in the Curriculum 2013. The learning is an implementation of the Lesson Plan or RPP, including introductory, core and concluding activities. In general, classroom management conducted by teachers has mostly followed the principles of classroom and laboratory management according to the Curriculum 2013 as below.

1. The teacher must be a good role model for students in living and practicing the teachings of their religion and realizing harmony in everyday life, as evidenced by the teacher not speaking or delivering material containing SARA.
2. The teacher adjusts the seating arrangements of students and other resources according to the objectives and characteristics of the learning process. In the learning process, the seating position of the students faces the teacher because the teacher uses lecture and question and answer methods so that it does not require group seating arrangements.

3. Students must well hear the volume and intonation of the teacher's voice in the learning process.
4. The teacher must use polite words, straightforward and easy to understand by students.
5. The teacher adjusts the subject matter with the speed and learning abilities of students.
6. The teacher creates order, discipline, comfort, and safety in carrying out the learning process by reprimanding students who interfere with class order and warn students who do not focus attention on learning.
7. The teacher provides reinforcement and feedback on the response and learning outcomes of students during the learning process takes place by conducting a question and answer questions about students' understanding of the material being taught.
8. The teacher encourages and respects students to ask questions and express opinions.
9. The teacher wears clothes modestly, cleanly, and neatly and do not use accessories or makeup that causes student noise.
10. The teacher starts and ends the learning process according to the scheduled time.

In its implementation, the teacher conducts learning activities in the form of preliminary, core and concluding activities with excellent and appropriate performance and his mastery of teaching material under the Curriculum 2013.

1. Preliminary Activities

In the preliminary activities, the teacher in general has taken steps to open the class such as preparing students, giving students motivation to learn contextually according to the benefits and application of teaching material in daily life, linking previous knowledge with the material to be studied, and explaining the objectives learning or essential competencies to be achieved. However, the teacher does not do apperception with activities that attract students' attention so that students at first are less enthusiastic in receiving lessons. Also, the teacher also did not convey the scope of the material and the explanation of the activities according to the syllabus.

Apperception carried out at the beginning of learning is vital because active learning must be able to associate new knowledge with the knowledge that already exists in students. It is in line with what was said by Oemar Hamalik that learning is a modification or strengthening behavior through experience (learning is defined as the modification or strengthening of behavior through experiencing), so it is not only limited to conveying

knowledge. Learning objectives must also be delivered at the beginning of learning so that students know the focus of the activities to be carried out and the competency targets that must be obtained. Also, ideally, the teacher will also convey the types of activities to be carried out so that students felt motivated and challenged to learn, especially if the learning activities involve students actively both with experiments, observation, discussion, debate, and so on..

2. Core Activities

At the core activities, the teacher chooses to use the participatory learning approach with the lecture method and question and answer in conducting learning. The method chosen by the teacher has not used the discovery approach or produces work based problem solving (project-based learning) so that it does not involve students actively. Students tend only to listen, take notes, and ask questions without any discussion activities or other activities that make them more active in the classroom. In fact, the view of humans that was initially been passive (behavioristic) to be full of potential (cognitive-wholistic) requires a change in meaning in teaching, so teaching is no longer interpreted as a process of delivering as much learning material to students, but a process of regulating the environment so students learn accordingly with the ability and potential they have.²⁶

The role of the teacher is more emphasized on how to design or arrange various sources and facilities available for use by students in learning something. The teacher must be able to master various strategies and approaches that can make students learn according to their characteristics. Therefore, the teacher must have pedagogical and professional competence in order to design effective learning.

Based on the results of observations, the teacher is quite fluent in using the chosen method. The steps of learning activities are following the approach or model developed. The class management, variations in sound and interaction, and the use of instructional media have also been quite good and have not experienced significant disturbances. The teacher's attention is focused on all students and not fixed in one place. The time used by the teacher is also quite efficient, and the teacher often inserts motivational

²⁶ Wina Sanjaya, *Pembelajaran dalam Implementasi Kurikulum ...*, p. 76-77.

sentences for students to study hard and become people who benefit others. This motivation is vital for students because as adolescents who are in the development stage, students need adults who are in charge of directing them in their development efforts so that they can find their identity and become mature human beings

The learning the history of Islamic culture can be made with student-centered learning. Some models of learning that can be used are:

a. Jigsaw

The Jigsaw model emphasizes discussion. Each group takes turns teaching another group; then the educator evaluates the results of the discussion.

b. Mind Mapping/Concept Map

Delivery of material with concept maps makes it easy for students to follow and understand the flow of history and understand it thoroughly.

c. Role Playing

This role-playing method directs students to portray a fragment related to learning material. The meaning of the material will be more memorable to those who understand it through the inspiration of that role.

d. The Method Works Tour

Implementing the work tours to historic places is expected that the students can obtain direct experience of objects he saw.

e. Timeline

With this method, the students can see the sequence of events and finally can also conclude such laws because the result and can even predict what will happen with the help of the sequence of events and their mastery of the timeline.²⁷

3. The closing activities

In the closing activities, the teacher has been doing reflection to evaluate learning activities as follows.

- a. The teacher evaluates the results obtained to find direct benefits (useful for dealing with national examinations) or indirectly (for the life and future of students) from the results of learning that has taken place. The conclusions made are relevant to the material, and the evaluation does not deviate from the learning objectives.

²⁷ Sufirmansyah, "Manajemen Pembelajaran Sejarah Peradaban Islam" dalam *Jurnal Al-Makrifat* Vol 1, No 1, April 2016.p. 1

- b. The teacher provides feedback on the learning process and results. The teacher carries out a formative assessment by checking the mastery of the students during the learning activities using questions and answers about the material and without the post-test.
- c. The teacher carries out follow-up activities in the form of assignments, both individual and group assignments by assigning students to learn more about the material that has been delivered. The teacher does not inform the plan of learning activities for the next meeting so that students may not prepare themselves to learn in advance about the next topic.

CONCLUSION

The results of the study can be concluded as followings. Generally, teacher skills in conducting teaching activities are good which include basic skills in reinforcement, giving stimulus variations, opening and closing lessons, managing the classroom, asking or questioning, and mastery of the material, because most of the indicators of such skills have been implemented.

The SKI learning process is following the learning steps recommended in the 2013 Curriculum. The teacher conducts learning activities consisting of preliminary, core and closing activities with good performance. However, the method chosen and practiced by the teacher is only in the form of lectures and question and answer so that it is not centered on students or not under scientific-based learning as recommended in the 2013 curriculum, although the teacher is quite fluent in using the chosen method. The classroom management carried out by the teacher is mostly following the principles of classroom and laboratory management that are required in the 2013 curriculum.

REFERENCES

- B. Suryosubroto. 2009. *Proses Belajar Mengajar di Sekolah*. Jakarta: Rineka Cipta.
- Husaini Usman & Purnomo S. Akbar. 2001. *Metodologi Penelitian Sosial*. Jakarta: Bumi Aksara.
- Lampiran Keputusan Menteri Agama Republik Indonesia Nomor : 165 Tahun 2014 Tentang Kurikulum 2013 Mata Pelajaran Pendidikan Agama Islam Dan Bahasa Arab Pada Madrasah.
- Lampiran Peraturan Menteri Pendidikan dan Kebudayaan RI no 22 Tahun 2016 tentang Standar Proses Pendidikan Dasar dan Menengah.
- Oemar Hamalik. 2003. *Proses Belajar Mengajar*. Jakarta: PT Bumi Aksara.

- Sufirmansyah. 2016. "Manajemen Pembelajaran Sejarah Peradaban Islam " dalam *Jurnal Al-Makrifat* Vol 1, No 1, April 2016.
- Sugihartono dkk. 2013. *Psikologi Pendidikan*. Yogyakarta: UNY Press.
- Sugiyono. 2018. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Undang-undang No 14 Tahun 2005 tentang Guru dan Dosen. Hal 6.
- Wina Sanjaya. 2011. *Pembelajaran dalam Implementasi Kurikulum Berbasis Kompetensi*. Jakarta: Kencana.